Curriculum Overview

SUBJECT:	DRAMA	YEAR:	10
INTENT:	▪ Deliver a consistently high standard of teaching and learning across the faculty and across all key stages using a variety of resources and teaching methods to suit the needs and learning styles of all our students in a safe comfortable environment. ▪ To achieve high standards and a love of drama. ▪ Students to gain the knowledge, understanding and skills that they are expected to develop throughout the course of study focusing on Understanding Drama, Devising Drama Texts in Practice.		

UNITS OF WORK

An Introduction to the Course and key skills necessary for success. Component 2 Devising theatre – MOCK – Practical & Theory	Component 1 (Section A & B) Interpreting Theatre set text of Noughts & Crosses (Section C) Live Theatre Production – Watch & Review	Component 2 – Devising Theatre. (Practical & Log 60% of GCSE)

Key Knowledge/Development	Key Skills Development	Assessment
An Introduction to the Course and key skills necessary for success This unit will offer students a crash course in the GCSE drama course. Students will be given the opportunity to learn new skills and explore a wide range of styles, genres and practitioners. **Component 2 Devising Theatre (MOCK)** At the end of Year 10 students will complete their Component 2 exam. This component asks students to respond to stimuli and create a piece of theatre for a live audience in groups. The students are also required to keep a 'devising log' which tracks the students ability document their initial response, the development of ideas and evaluate the successes of their final performance piece. - This term offers students to practise and experience this part of their GCSE in preparation for the real thing at the end of the year! **Written Exam (Study of set play)** Students study a play, looking at social, cultural, and political elements of the play. We will practically explore the text together, understanding its themes, style & characters. Students will then begin using this knowledge to practise exam style questions from the perspective of a performer and designer. **(Live Theatre Review)** By this point in the year, students would have experienced watching a piece of Live Theatre. For a part of their final written exam, they are asked to write a review of the piece of Theatre they have seen. We will be using this time to analyse & evaluate the production and how to direct an evaluation of a live theatre performance **Component 2 – Devising Theatre Exam** Performance of final devised pieces. Devised performances are recorded and examined by teachers and a personal Devising Log is completed during the process of Component 2.	**COURSE INTRODUCTION, KEY SKILLS & PRACTITIONERs** **STUDY OF SET TEXT INTRODUCTION** Students will begin to explore the set text that they will study in preparation for the written paper in Year 11. **DEVISED DRAMA PREPARATION**: Students will explore a range of stimuli and themes using different styles of Drama and influences of theatre practitioners to communicate meaning. • Naturalistic Drama and Stanislavski • Epic Theatre and Brecht • Physical Theatre and Frantic Assembly **DEVISED DRAMA ASSESSMENT:** Students will learn how to create and develop ideas to communicate meaning in a devised theatrical performance through: • Carrying out research • Developing their own creative ideas and collaborating with others • Rehearsing and refining their work in progress • Analysing and evaluating their own process of devised drama • Completing a Devising Log	**Term 1 & 2:** Performing to an audience Baseline Assessment Component 2 **Term 3 & 4:** Study of set play & Live Theatre **Term 5:** Component 2 - Devising (Performance & Log) 40% of GCSE **Term 6:** PPE examination in the hall

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EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
• The projects aim is to challenge students through the techniques, understanding of different explorative strategies and performance. • We aim to encourage our students to aspire and see their work as part of a bigger journey within Drama. We aim to make links with the creative industries and further education. • In every Drama lesson students are to offer respect when using their rehearsal space, use of props and costumes, in evaluating peers performance and showing respect when watching each other's work. • Students are encouraged to be more resilient in their rehearsal time and when working in groups, never to give up and to keep trying. • Students are given the opportunity to investigate moral and ethical issues in lesson. Students recognise the difference between right in wrong. Students have • Students are encouraged to be more resilient in their rehearsal time and when working in groups, never to give up and to keep trying. • Students have the opportunity to reflect in and outside the classroom. Students respect feelings and values. • Projects offer students varied cultural influences. • Students respect the opinions of their peers in the learning environment in every lesson • Equality, Diversity, and Inclusion is embedded in every lesson of Drama. Drama is multicultural in its origins, development, and presentation. • The Drama classroom does not judge but offers a safe space for students to develop their own understanding of the world, humanity with all its positives and negatives. • The Drama classroom is not afraid to challenge negative attitudes and promote growth within the inclusive school culture. • Topics will contain resources with multicultural themes.	• S7 Following instructions • E1 Listen well to others • E3 Respect the views of others • Group numbers and timings of rehearsal structure • Assessments • Performance timings	• KS4 Showcase Evenings • Live Theatre visit